NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Visitors’ Report

University of Arkansas at Monticello
Monticello, Arkansas
John C. Webb, Assistant to the Dean
March 17-18, 2011

Marie C. Miller, Emporia State University, team chair
Ron Bostic, Wingate University

Programs or degrees for which renewal of Final Approval for Listing is sought.
Bachelor of Arts in Music (Instrumental, Jazz, Piano, Voice)
Bachelor of Music Education (Instrumental, Piano, Voice)
DISCLAIMER

The following report and any statements therein regarding compliance with NASM accreditation standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the appropriate Commission following a complete review of the application, including the Self-Study, the Visitors' Report, and any Optional Response to the Visitors’ Report submitted by the institution.

ACKNOWLEDGMENTS

This report is a summary of observations, discussion, and visitations conducted by the visitors during a two-day on-site visit to the campus of University of Arkansas at Monticello. The visitors observed numerous classes, rehearsals and applied lessons; attended a student recital; examined instructional facilities and performance venues; visited the library facilities; reviewed student files and transcripts; conferred with administrators; and met with the department administrator, faculty, and students.

The visitation team members were shown every courtesy and full cooperation by John C. Webb, Assistant to the Dean, Mark Spencer, Dean and by all members of the Division of Music. We wish to express our thanks to John Webb and Carolyn Howe, Division Administrative Assistant, whose efficient arrangements and kind hospitality made the visitation experience a pleasant one. The visitation team members express appreciation as well for the time afforded us by H. Jack Lassiter, Chancellor, R. David Ray, Provost and Vice Chancellor for Academic Affairs, and Annette Vincent, staff, Fred J. Taylor Library.

We hope this report is helpful to the University of Arkansas at Monticello and the Commission on Accreditation of the National Association of Schools of Music.

A. Purposes

The mission, goals, and objectives of the music unit at the University of Arkansas at Monticello as developed by the music faculty are clearly stated (Division of Music Self-Study Report, page A-3) and appear to be consistent with those of the university as published in the University of Arkansas at Monticello 2009-2011 Catalog, pages 9-10. The university catalog is published online and can be found at the following web address: http://www.uamont.edu/catalog/2009-11Catalog.pdf

The music unit’s mission, goals, and objectives provide the foundation for its strategic planning, curricular planning, faculty and staff development, and facility needs. The music unit’s mission and goals are published on the front page of the division website: http://www.uamont.edu/music/ The unit strategic plan is found in Appendix B.

B. Size and Scope

The music unit offers two baccalaureate degrees: Bachelor of Arts in Music (Voice, Piano, Instrumental, Jazz Studies) and Bachelor of Music Education with concentrations in Voice, Piano, and Instrumental. Degree titles as found in different documents vary slightly.

The music unit has experienced a large increase in music major students within the last five years. Student growth is found in both degree programs. This growth is reflected, in part, in the three-year HEADS reports provided with the Self-Study. The size of the faculty and staff appears appropriate
given the current numbers. The unit is capable of offering sufficient number and variety of both lower-level and advanced courses appropriate for these two degree options. Student major numbers are expected to rise in fall 2011. Should this growth continue, the current faculty may be insufficient.

The unit, until recent years, was a separate department. The unit continues to flourish and benefit from the move to a division within the larger School of Arts and Humanities.

C. Finances

Finances are discussed in the Self-Study, pages A-6 – A-7 and in the annual HEADS reports. Observations of the visitors indicated that relationships among mission, size and scope, and financial resources are compatible and effective. Funding sources are solid and continue to remain consistent and appear to be appropriate and sufficient to sustain the current music unit programs. Continued student growth, as previously mentioned, may stretch current facilities and equipment resources.

D. Governance and Administration

At the time of the music unit’s move into the School of Arts and Humanities, the Dean assumed the position of unit chair. Budgetary responsibilities are shared between the Dean and the Director of Bands and the Director of Choir. Personnel issues including evaluation, tenure, and promotion are addressed by the Dean. The current Assistant to the Dean assumed various responsibilities within the unit including the preparation of the Self-Study and the NASM accreditation visit. This current position will end at the conclusion of the spring 2011 semester.

1. Overall Effectiveness

Departmental governance and administration appears generally understood and practiced. The administrative move resulted in a number of administrative changes which appear to be effective. The Dean is very knowledgeable about the music unit and is a strong advocate for the unit with university administration. The music division is similar to other divisions within the school; these divisions have similar administrative structure.

2. Policy-Making

The faculty of the music unit seem to have control of the development of the artistic and educational programs within the department. Curricular change begins within the department and proceeds through a college and university-wide process.

3. Music Executive’s Load and Responsibilities

The Assistant to the Dean holds a position of 40% administration and 60% instruction. This faculty member, because of his faculty position as instructor, has the expectation of fifteen teaching hours each semester. Given the scope of the Assistant to the Dean’s administrative responsibilities, the 35-65% division appears appropriate. Faculty expressed concern with the termination of this position at the end of the Spring 2011 semester. Consideration could be given to the appointment of a music faculty liaison with the Dean of the School of Arts and Humanities. Such a faculty liaison could effectively provide direct communication of faculty issues and concerns to the Dean.
4. Communication

Communication within the music unit appears to be an informal process. Business is conducted within an open-door policy. Other than School of Arts and Humanities semester faculty meetings, the faculty report no regular division faculty meetings. Given the faculty reports of lack of regular faculty meetings, it is unclear how the program is meeting the following NASM Standard: The administration of the music unit must provide mechanisms for communication among all components of the unit. (NASM Handbook 2010-11, II.D.1.c.).

E. Faculty and Staff

The music unit consists of seven full-time faculty positions. Five of these positions are currently tenured or tenure-track positions with the remaining two positions as full-time instructors (fifteen teaching hours each semester). Two of the five tenure-track professors hold doctoral degrees; the remaining full-time faculty members hold master degrees, many with considerable professional performance experience. The division also includes six adjunct instructors, one full-time administrative assistant, and one graduate teaching assistant.

Tenured and tenure-track faculty are governed by university-established tenure, promotion, and evaluation procedures. Faculty employment procedures are found in Appendix I. Music unit faculty appear to understand these policies and procedures. Unit faculty have the availability of professional development support.

The visitors observed the Music Department faculty to be excellent teachers, performers, and scholars. Faculty members are clearly committed to the unit programs and students. Student observations regarding the faculty are very positive commenting on faculty members’ dedication, willingness to help and encourage, knowledge and expertise, and willingness to teach the students how to teach. Faculty are recognized and appreciated across campus and by upper administration for their dedication to the university and the music programs.

The student/faculty ratio appears to be appropriate for the size and scope of the unit. Faculty are also committed to and active in prospective student recruitment. As the unit grows, the challenge will be for the current unit faculty to continue to support all the programs.

The visitors note that a number of the full-time faculty members are teaching in excess of twelve credit hours per semester (fifteen for instructors). Several faculty members reported overloads of eighteen hours. These overloads are required to allow students to complete their degrees in a reasonable number of years. Faculty did agree to these overloads and are adequately compensated for each overload. Concern is raised over the fact that most of these overloads have remained constant over a period of several years. Faculty seem fatigued and often unable to participate in university supported professional development projects such as sabbatical semesters. Providing acceptable piano accompanying services is also of concern. Assistance could be provided by additional class piano and accompanying services at the staff or adjunct level.

Given the faculty reports of overloads to eighteen hours and beyond each semester over a period of several semesters, it is unclear how the institution is meeting the following NASM Standard: Faculty members, according to their title and job description, shall have adequate time to provide effective instruction, advise and evaluate students, supervise projects, research, and dissertations, continue professional growth, and participate in service activities. (NASM Handbook 2010-11, II.E.4.a.(2)). The faculty are encouraged to develop a workable plan to recruit and hire part-time and/or instructors to teach courses, applied lesson, and provide accompanying services in order to relieve heavy
overloads of current faculty members. It is recommended that music faculty and administration work together on this planning to best utilize these part-time temporary instructors.

F. Facilities, Equipment, Technology, Health, and Safety

The music unit is housed in two buildings, the Music Building and the Visual and Performing Arts Building. The Music Building contains the Harris Recital Hall, music offices, faculty teaching studios, the keyboard/computer laboratory, two classrooms, and several practice rooms. The Harris Recital Hall could also be utilized as an instructional classroom. The Visual and Performing Arts Building houses the instrumental rehearsal room, the choral rehearsal room, faculty offices, score libraries, and practice rooms. Teaching spaces in the latter are spacious allowing for multiple ensemble rehearsal areas. Performance venues for small ensemble and solo recitals include the Harris Recital Hall, the choral rehearsal room, and the Spencer Gallery. The Fine Arts Center Auditorium is available for large ensemble and music theatre performances.

Teaching spaces appear to be adequate in size and number. Classrooms and large rehearsal spaces contain adequate audio recording/playback equipment. These rooms do not have SMART classroom instructional equipment; the division has the use of a SMART-equipped classroom in a separate building. Harris Recital Hall does not have audio playback or SMART instructional equipment. Given the need for SMART classroom instructional equipment in 133, 219, and 101 of the Music Building, it is unclear how the institution is meeting the following NASM Standard: Facilities, equipment, and technology shall be adequate to support teaching and learning in all curricular offerings and for all faculty and students engaged in them, and be appropriately specialized for advanced work. (NASM Handbook 2010-11, II.F.1.d.).

The two large ensemble rehearsal rooms in the Visual and Performing Arts Building, although very spacious in size, seem to lack adequate acoustical treatment. Because of this lack of acoustical treatment, practice rooms surrounding the instrumental music rehearsal room cannot be used when the rehearsal room is in use. In addition, students and faculty working in the Art Studio, located in another part of the same building, regularly complain about the lack of such treatment. Given the lack of acoustical treatments for the practice rooms located in Visual and Performing Arts Building, it is unclear how the institution is meeting the following NASM Standard: Acoustical treatments appropriate to music facilities shall be provided. (NASM Handbook 2010-11, II.F.1.f.).

The lack of acoustical treatment in the Visual and Performing Arts Building along with the limited number of practice rooms in the Music Building seriously impact the number and availability of practice rooms for current students. Given the apparent inadequate small size of practice rooms located in the Music Building and the lack of acoustical treatment in the Visual and Fine Arts instrumental rehearsal room, it is unclear how the institution is meeting the following NASM Standard: Space allotted to any music unit function must be adequate for the effective conduct of that function. (NASM Handbook 2010-11, II.F.1.b.).

Music equipment needs continue to be addressed by the department and the university. The department maintains a collection of musical instruments for student use; these are listed in Appendix K. A number of these instruments appear to have exceeded acceptable shelf life; many of these instruments were purchased in the 1970s. The department has been able to purchase several instruments in recent years. Unit pianos appear to be in need of regular tuning and maintenance. Tuning is currently provided for some performances. In addition, the performance grand piano in Harris Recital Hall recently suffered serious water damage due to building roof concerns. Given the need for repair, maintenance, and replacement of music instruments and pianos, it is unclear how the institution is meeting the following NASM Standard: Budget plans and provisions shall be made for
adequate maintenance of the physical plant and for adequate acquisition, maintenance, and replacement of equipment and technology. (NASM Handbook 2010-11, II.F.1.e.).

The faculty are encouraged to undertake the development of a multi-year plan for regular maintenance, repair, and replacement of musical instruments. NASM Guidelines and Recommendations state: Normally, the music unit maintains a multi-year plan for the regular maintenance of its facilities and upkeep and replacement of equipment and technology. The plan is developed consistent with purposes, the size and scope of the music unit, programs, and prospective changes. (NASM Handbook 2010-11, II.F.2.a).

The Music Building and the Visual and Performing Arts Building do not appear to be ADA accessible. University administration is well aware of the limitations of both facilities. The Music Building has recently been placed on the state renovation list.

The faculty are encouraged to consider a careful review of space utilization of current instructional facilities in light of better utilization of these spaces. Such a review may incite areas that could better meet NASM Guidelines and Recommendations: All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors. (NASM Handbook 2010-11, II.F.2.b.).

Student awareness of musicians’ health maintenance and concerns does not appear to be addressed in a regular manner nor is it available for all music students. The faculty are encouraged to explore means to address the following NASM Guideline and Recommendation: Institutions should assist students to acquire knowledge from qualified professionals and authoritative medical sources regarding the maintenance of professional health and the prevention of performance injuries. (NASM Handbook 2010-11, II.F.2.c.).

G. Library and Learning Resources

The Fred J. Taylor Library is the main library for the campus and houses most of the music collection. Taylor Library holdings consist of reference works, books, monographs, print and online periodicals, videos/DVD’s, and sound recordings (CD). The majority of items in the music collection are cataloged and available to students through an electronic library search. The collection is excellent for the size and scope of the program and for advanced reference sources for faculty members engaged in research. The Self-Study provides an excellent listing of music-related resources. Of special note is the use of Arklink and the 103 databases available for research and study.

H. Recruitment, Admission-Retention, Record Keeping, and Advisement

1. Recruitment, Admission, Retention

The University of Arkansas at Monticello is an open enrollment institution; as such, the music unit does not require entrance auditions. Students seeking admission to the music programs must meet published admission requirements. Grant-in-aid scholarships are available to all students who meet requirements. Music scholarships (band, choir, and keyboard) are additional and based on talent and skill as demonstrated by audition.

University admission requirements can be found in Appendix H. The music unit closely follows these requirements. Music program requirements are clearly defined in the University of Arkansas at Monticello 2009-2011 Catalog, pages 83 - 85. Some recent changes will be reflected in the upcoming catalog. Music recruitment documents are found in Appendix F.
The unit’s Assessment Report (Appendix C) provides a solid overview of internal assessment procedures – pre- and post-tests in music theory and music history, and the senior recital culmination. Faculty members acknowledge the need for improvement and are working diligently to increase retention and graduate rates. These, also documented in Appendix C, demonstrate improvement within the past three years.

A number of music faculty are actively involved as prospective student recruiters. As such, they regularly undertake trips to schools within Arkansas and into surrounding states. They also organize on-campus activities for prospective students. Faculty members are aware of the need for continued strong recruitment of students. Most prospective music students are courted by other schools.

The institution’s website, as a prospective recruiting tool, is increasingly important as a part. The music unit’s site is likewise important in this process. It is suggested that the current web site be enhanced with additional information for prospective music majors. Accomplishments of current music students and music graduates could be highlighted and updated as part of this effort.

2. Record Keeping

Student records are maintained in the division office. Records are well maintained and contain admission and scholarship information, recital programs, and applied jury results. Advising materials and repertoire lists are maintained in the faculty member’s studio.

3. Advisement

Music faculty serve as academic advisors to music students who study in their respective studios. Students commented positively on the support of their applied instructor/advisors.

I. Published Materials and Web Sites

Published materials and departmental website were reviewed. It appears that these materials, with the exception of degree titles, accurately describe the department. The recruitment possibilities of the unit web site as described above would further support the faculty members’ recruitment efforts.

J. Branch Campuses, External Programs, Use of the Institution’s Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program (not applicable)

K. Community Involvement; Articulation With Other Schools

The division and the university serve as a primary center for culture and the arts for southern Arkansas. The campus is the center of artistic activity in the region. As such, it would appear that the university could better clarify this designation with strong publicity and web site information. Music unit faculty regularly participate in joint efforts with community and area residents to provide special performances and projects. In addition, music ensembles are open for non-student performers.

The university has formal articulation agreements for transfer students. The department honors these articulation agreements.
L. Non-Degree-Granting Programs for the Community (not applicable)

M. Standards for (1) Independent Postsecondary Music Units Without Regional or Other Institutional Accreditation and/or (2) Proprietary Institutions (not applicable)

N. Programs, Degrees, and Curricula

1. Specific Curricula

a. General Content and Competency Standards

Program Lengths: The Bachelor of Arts degree programs at University of Arkansas at Monticello require a minimum of 124 semester hours with the exception of the piano concentration which is 123. The Bachelor of Music Education degree programs currently require 142 hours (vocal concentration), 140 (instrumental concentration), or 143 (piano concentration).

All degree programs appear to meet or exceed the required NASM minimum percentages in the various degree components. Curricular charts presented in the Self-Study are accurate. Credit awarded for course work appears consistent with NASM recommendations. Institutional published policies for transfer of credit and residency meet NASM recommendations.

University Studies Program (general education) consists of 44 semester hours. All music degree students must meet these requirements.

b. Individual Curricula

Bachelor of Music Education (Instrumental, Piano, Voice)

(1) Status: The Bachelor of Music Education, submitted for renewal of Final Approval for Listing, seeks to prepare the student for the Arkansas P-12 music teaching license. Students must also complete all teacher licensure requirements of the Arkansas Department of Education.

(2) Curriculum: The curricular table for each concentration within this degree is accurate except for the stated percentage of music education courses. Each specific percentage was listed at 1%; 6% should be the correct listing. The curriculum, with one exception, appears to meet the NASM common body of knowledge and skills as required for all professional music degrees.

All students are required to pass the piano proficiency examination. Students enroll in the appropriate level of group or applied piano to meet the proficiency requirements. Vocal concentration students are required to enroll in an additional two credits of applied piano.

One concern is noted concerning the NASM common body of knowledge and skills in improvisation. Following a review of course syllabi and discussions with division faculty it is unclear how the unit is meeting the following NASM standard: Students must acquire a rudimentary capacity to create derivative or original music both extemporaneously and in written form; (NASM Handbook 2010-11, VIII.B.3.).
The curricula, with the following exceptions, appears to meet the NASM requirements and standards for music education.

Bachelor of Music Education (Piano, Vocal):

A review of course syllabi and discussion with faculty and administration indicates the apparent lack of vocal pedagogy study within the vocal concentration and piano concentration programs. Given the apparent lack of vocal pedagogy, it is unclear how the program is meeting the following NASM Standard: *Vocal and pedagogical skill sufficient to teach effective use of the voice.* (NASM Handbook 2010-11, IX.L.3.c.(2)(a)).

A review of course syllabi indicates an apparent lack of laboratory experiences in teaching beginning vocal students. It is unclear how the program is meeting the NASM Standard: *Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.* (NASM Handbook 2010-11, IX.L.3.c.(2)(e)).

Bachelor of Music Education (Instrumental):

A review of course syllabi indicates an apparent lack of laboratory experiences in teaching beginning instrumental students. It is unclear how the program is meeting the NASM Standard: *Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.* (NASM Handbook 2010-11, IX.L.3.c.(3)(d)).

(3) Title/Content Consistency: The title and content of this degree program appear to be consistent with university usage. The University of Arkansas at Monticello College of Education offers the Bachelor of Arts in P-4 Early Childhood and in 4-8 Middle School as well as the Bachelor of Science in Education for P-12 Physical Education. The Bachelor of Music Education, housed in the music unit, appears to meet all requirements of the College of Education degree admission and completion.

(4) Student Work: Overall student work appeared to be solid. Students observed in class sessions and in musical performance were inquisitive, focused, and serious about their music studies.

(5) Development of Competencies: Students are evaluated by their progress through the levels of applied study by regular semester applied juries. They are also evaluated by their progress through degree required courses. Students also meet all College of Education admission and student teaching requirements and are evaluated under these guidelines.

(6) Overall Effectiveness: This degree appears to be effective in meeting its overall purpose and focus. The music faculty continue to work with the College of Education to maintain this degree program.

**Bachelor of Arts in Music (Instrumental, Jazz, Piano, Voice)**

(1) Status: The Bachelor of Arts in Music degree is submitted for renewal of Final Approval for Listing. This degree program offers concentrations in voice, piano, instrumental, and jazz.

(2) Curriculum: The curricula, other than the stated percentages for Music Electives, appears to be consistent with NASM standards. Percentage guidelines for Music Electives are...
incorrectly reported at 1%. It appears that they should be reported as: Instrumental Concentration 13%; Jazz Concentration 6%; Piano Concentration 11%; and Vocal Concentration 13%.

(3) Title/Content Consistency: The content of this degree program appears to be consistent with its title.

(4) Student Work: Overall student work appeared to be solid. Students observed in class sessions and in musical performance were inquisitive, focused, and serious about their music studies.

(5) Development of Competencies: Students are evaluated by their progress through the levels of applied study by regular semester applied juries. They are also evaluated by their progress through degree required courses.

(6) Overall Effectiveness: This degree appears to be effective in meeting its overall purpose and focus.

2. Study of the Transcripts of Recent Graduates and Comparison with Catalog Statements

Transcripts for program completers for both the BA and BME degree programs were available on site. Transcripts reviewed were in order and demonstrated consistency with program requirements as published in institutional materials.

3. Performance

Several faculty members are active performers presenting solo and chamber performances on and off campus. Several faculty members are regular performers with regional performance ensembles.

Music students are actively involved in performance activities. Visitors observed a variety of applied lessons and major ensemble rehearsals. The ensemble rehearsals demonstrated a very high level of performance ability. The visitors attended a student recital featuring music major and minor students from all levels and in both the BA and BME degree programs. The student recital was a display of small ensembles and solo performances. The majority of the performances were at an appropriate proficiency level. It was evident that the faculty had worked hard with all the performers.

4. Music Studies for the General Public

The unit is active in music studies for the general campus and public. The Self-Study accurately describes these activities (page A-60). Music faculty are involved in teaching non-music major students in Music Appreciation and performance ensembles; Music Appreciation course sections are rotated among department faculty. University students are encouraged to audition for and participate in music ensembles. Non-major students regularly participate in major ensembles and applied study.
O. Music Unit Evaluation, Planning, and Projections

1. Evaluation, Planning, and Projections Development

The Department of Music has a dedicated and hardworking faculty. The students are proud of the department and appear dedicated to the programs and the faculty. The department also enjoys strong support from the university administration and its programs are well respected in the region. The department serves as a cultural resource for the region and supports a variety of strong community and regional outreach programs. Financial support has been strong; yet needs in equipment replacement, repair, and maintenance remain.

The faculty are committed to the recruitment of prospective students. Such recruitment is essential for the department to maintain viability. Faculty are encouraged to continue to work on recruitment efforts; it will require the resources and assistance from all faculty members. Assistance in the form of travel funding would be helpful.

The Self-Study provides evidence of careful evaluation, planning and future projections. Clearly, much work was invested in this portion of the Self-Study. The visitors encourage continued faculty continued participation in current and future planning.

2. Completeness and Effectiveness of Self-Study

The Self-Study appears to be complete in all aspects. It also appears to be an accurate description of the unit's operational activities, degree programs, and curriculum.

The Self-Study is very well constructed and organized. The dedication of the music executive to this report has produced a complete and effective Self-Study. The information included in the Self-Study seems to be accepted by the faculty and administration of the University of Arkansas at Monticello.

P. Standards Summary

1. Given the faculty reports of lack of regular faculty meetings, it is unclear how the institution meets the following NASM Standard: The administration of the music unit must provide mechanisms for communication among all components of the unit. (NASM Handbook 2010-11, II.D.1.c.).

2. Given the faculty reports of overloads to 18 hours and beyond each semester over a period of several semesters, it is unclear how the institution is meeting the following NASM Standard: Faculty members, according to their title and job description, shall have adequate time to provide effective instruction, advise and evaluate students, supervise projects, research, and dissertations, continue professional growth, and participate in service activities. (NASM Handbook 2010-11, II.E.4.a.(2)).

3. Given the need for SMART classroom instructional equipment in 133, 219, and 101 of the Music Building, it is unclear how the institution is meeting the following NASM Standard: Facilities, equipment, and technology shall be adequate to support teaching and learning in all curricular offerings and for all faculty and students engaged in them, and be appropriately specialized for advanced work. (NASM Handbook 2010-11, II.F.1.d.).

4. Given the apparent inadequate small size of practice rooms located in the Music Building and the lack of acoustical treatment in the Visual and Fine Arts instrumental rehearsal room, it is unclear how the
institution is meeting the following NASM Standard: *Space allotted to any music unit function must be adequate for the effective conduct of that function.* (NASM Handbook 2010-11, II.F.1.b.).

5. Given the lack of acoustical treatments for the practice rooms located in the Visual and Performing Arts Building, it is unclear how the institution is meeting the following NASM Standard: *Acoustical treatments appropriate to music facilities shall be provided.* (NASM Handbook 2010-11, II.F.1.e).

6. Given the need for repair, maintenance, and replacement of music instruments and pianos, it is unclear how the institution meets the following NASM Standard: *Budget plans and provisions shall be made for adequate maintenance of the physical plant and for adequate acquisition, maintenance, and replacement of equipment and technology.* (NASM Handbook 2010-11, II.F.1.e).

7. Regarding the Bachelor of Music Education degree, following a review of course syllabi and discussions with department faculty it is unclear how the institution meets the following NASM standard: *Students must acquire a rudimentary capacity to create derivative or original music both extemporaneously and in written form*; (NASM Handbook 2010-11, VIII.B.3.).

8. Regarding the Bachelor of Music Education (Piano, Vocal), given the apparent lack of vocal pedagogy, it is unclear how the institution meets the following NASM Standard: *Vocal and pedagogical skill sufficient to teach effective use of the voice.* (NASM Handbook 2010-11, IX.L.3.c.(2)(a)).

9. Regarding the Bachelor of Music Education (Piano, Vocal), it is unclear how the institution meets the NASM Standard: *Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.* (NASM Handbook 2010-11, IX.L.3.c.(2)(e)).

10. Regarding the Bachelor of Music Education (Instrumental), it is unclear how the institution meets the NASM Standard: *Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.* (NASM Handbook 2010-11, IX.L.3.c.(3)(d)).

Q. Overview, Summary Assessment, and Recommendations for the Program

1. **Strengths**
   - Dedicated and highly focused faculty
   - Strong effective instruction at all levels and in all areas including ensembles, applied study, and classroom instruction
   - Enthusiastic and motivated students
   - Solid curriculum
   - Solid administrative support for the unit and its faculty members

1. **Recommendations for Short-term Improvement**

   The following are offered as suggestions for exploring short-term improvement:

   - The faculty consider a careful review of space utilization of current instructional facilities in light of better utilization of these spaces. NASM Guidelines and Recommendations: *All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors.* (NASM Handbook 2010-11, II.F.2.b.).
• The faculty review course syllabi in light of including information on course objectives, student outcomes, course requirements, and assessment procedures.
• Consideration should be given to the appointment of a music faculty liaison with the Dean of the School of Arts and Humanities. Such a faculty liaison could effective provide direct communication of faculty issues and concerns to the Dean.

2. **Primary Futures Issues**

Primary issues could include the following:

• Development of workable plans to recruit and hire part-time and/or instructors to teach courses, applied lesson, and provide accompanying services in order to relieve heavy overloads of current faculty members. It is recommended that music faculty and administration work together on this planning to best utilize these part-time temporary instructors.

• The faculty undertake the development of a multi-year plan for regular maintenance, repair, and replacement of musical instruments. NASM Guidelines and Recommendations: *Normally, the music unit maintains a multi-year plan for the regular maintenance of its facilities and upkeep and replacement of equipment and technology. The plan is developed consistent with purposes, the size and scope of the music unit, programs, and prospective changes.* (NASM Handbook 2010-11, II.F.2.a.).

• The faculty explore means to address the following NASM Guideline and Recommendation: *Institutions should assist students to acquire knowledge from qualified professionals and authoritative medical sources regarding the maintenance of professional health and the prevention of performance injuries.* (NASM Handbook 2010-11, II.F.2.c.).

4. **Suggestions for Long-term Development**

Long-term planning should include a thorough review of unit faculty personnel and faculty overload, equipment, and facility needs to address current degree programs as well as future needs. Faculty should begin to consider the future facility renovation and begin to identify needs in this area.